DOCUMENT RESUME

ED 322 470 CS 010 155

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TITLE Creating Whole Language Classrooms: Steps to Becoming Learners Again.
PUB DATE May 90
NOTE 20p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Environment; *Classroom Techniques; College Students; Cooperation; Educational Innovation; Higher Education; *Language Arts; Learning Strategies; Learning Theories; Student Journals; Teacher Education; Teacher Student Relationship; *Whole Language Approach
IDENTIFIERS *Collaborative Learning

ABSTRACT

Three basic beliefs support teaching: (1) learning is social and individual; (2) learning must be personally meaningful; (3) learning rests upon a knowledge base that is constructed, not transmitted. The first step to creating an environment which supports learning in meaningful ways is for the teacher and students to become better inquirers into their own ways of learning and knowing and to begin to articulate questions which can direct their thinking during the semester. Transactional replays help to better understand students' resistance to process curriculum in reading and language arts methods classes and the new role for the teacher in relation to students. This strategy involves jotting down notes on conversations during team work times and reading them back to the students to begin asking theoretical questions. This reflective process enables the class to see their instructional histories and ways of knowing as educators, their vision of the ideal, and their process of negotiating the current curriculum of the class. New views of learning surface as the community of learners evolves; students begin to see themselves as developing knowledge bases within their groups through the group process. Students are supported in their journeys toward self-knowledge and subject knowledge by group sharing and interaction. Teachers must develop curriculum structures, an audience for all voices, and places to take the risks which support authentic teaching and learning. The roles in the classroom and the curriculum structures created must continue to evolve practically and meaningfully as beliefs about knowledge sources and construction expand. (Twenty-three references are attached.) (MG)

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# Creating Whole Language CLassrooms:

# Steps to Becoming Learners Again

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Atlanta, Georgia

May 6-10, 1990

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I have observed with curiosity the fact that college students in my reading and language arts methods classes do not particularly like surprises and discoveries. They are interested mainly in the serious business of education. Their thoughts speak loudly to me and say, "You tell me what I need to know, and I'll tell you what you've told me." Despite these mostly unspoken suggestions for my conduct of the course and in light of my basic beliefs about learning and teaching, I have often turned a deaf ear and proceeded with my process-oriented curriculum. However, for students the bottom line is, "You, the professor, have the information I need, and I, the student, am sitting here waiting for you to give it to me." The bottom, that is, until recent changes in our roles in the classroom--but more about that later.

What is it about my belief system that allows, even compels, me to ignore a quite reasonable request for information? Three basic beliefs support my teaching: 1) learning is social and individual; 2) learning must be personally meaningful; 3) learning rests upon a knowledge base that is constructed, not transmitted.

These basic beliefs about teaching and learning show themselves in the kinds of curriculum invitations I offer to students, few of which provide a detailed, a priori game plan and evaluation scheme. After each semester of mutual
chafing against divergent goals, students and professor have dutifully evaluated each other, students indicting me for "unclear course objectives" and I chastising them for unwillingness to take risks and responsbility for their own learning. Each semester I want to yell, "Yes, of course you didn't always have a clear idea of the 'objectives,' but think of what you learned! You think more critically; you can make informed decisions; you have actually enjoyed reading and writing (some of you for the first time in your

lives); you know how to listen to a child read and support them in the process!" But most students slip away into post-semester oblivion before I have the chance to respond. Soon the next group appears and I have another chance.

I have begun to develop some theoretically sound self-defense mechanisms which have not only highlighted strategic, reflective learning for my students, but have also enabled me to find a new more productive role as a teacher-inquirer in my own classroom. Discussing our own learning and ways of knowing can be an elusive enterprise in which metaphors sometimes provide the best picture.

**Finding a Metaphor**

After another semester of struggle in the fall of this past year, I was **not** anxiously awaiting the return to classes in January. In fact, I rather dreaded it. The first day, I walked rather solemnly into class. I surveyed the sea of holiday-weary faces and sank a little further into mid-year malaise. Suddenly a beam of light shone down in my windowless classroom, and a voice said, "Bicycle."

> "What?" I said to the voice. And then I found myself giving the students an elegant, evolutionary curriculum metaphor.
> I said, "Imagine that I have in front of the class two bicycles in little pieces--one bicycle in each box. I divide the class in half and give each group a box. The group on the right gets a detailed set of directions for putting the bicycle back together. The group on the left gets no directions. I say to the groups, "Reassemble your bicycles. You have one week of class time."
>
> "Now who will reassemble their bicycle the fastest?" I ask.
>
> "We will," chimes out the group with directions.
>
> "Most likely correct," I respond.
>
> "Now, two weeks later, I bring the bicycles back to class again in the boxes and in pieces. This time, neither group gets directions. Who will reassemble the bicycle the fastest?" I ask.
>
> Little flashes of light visible only to me flicker around the room. The consensus is that the group who put the bike together without directions the first time could now do it faster.

"Yes," I respond wisely. "The first group knows directions. The second group knows bicycles." A long pause follows as the group waits with anticipation. I continue,

"This semester you will sometimes feel that you are trying to get your bicycle together without any directions. Keep at it. Don't be discouraged. Much of what is necessary for you to learn in your teacher travels can be intuited only in the doing and I cannot always prepare you for the journey ahead. If you have tried on new roles in the classroom, set your own learning goals, realized that the knowledge base is constructed within the learning community and decided your own questions, then you will be on your way to knowing the teaching and learning of language, rather than following the "how to" of a detailed, already mapped out curriculum for the language arts."

What followed that semester was the best period of teaching I have experienced in my career thus far. I have set out in this article to explore the principles and implications of creating an environment which supports learning in the college classroom--learning which is meaningful, full of discovery, that which builds a sense of family unity and support, and that which highlights our ways of knowing. This discussion reflects a semester's journey into a new aspect of my teaching and learning. I am using the events of the semester and the notions of metaphor, inquiry, reflection and community to highlight the narrative of this exploration. My class process journal, the students' reflections, and course evaluations provide windows on the process and give the reader a sense of how we became more strategic learners and teachers in this context. The first step for me and for my students was to become better inquirers into our own ways of learning and knowing and to begin to articulate questions which would direct our thinking during the semester.

## Becoming an Inquirer

I have quite happily tap danced my way through a number of semesters, joyfully lecturing, pontificating and entertaining the all-too-willing troops as they furiously transcribed my words. Although this style of teaching gradually has slipped out of focus with my developing belief system about how learning occurs, it took a number of semesters of struggle for my enacted curriculum to catch up with my envisioned curriculum (Andrews,

1989). And so it seems, in retrospect, that I was pouring information into empty vessels--information that had previously been poured into me. My class was fun, my class was informative, but I wasn't really questioning and learning. I wasn't demonstrating by my own classroom research that state of mind which I wanted students to develop. What did I want to know about my own teaching, my students and my subject matter and how was it that I came to know what I now know?

That first day of the semester, I determined that I would become a better inquirer and soon my most urgent question presented itself. What classroom curriculum structures could better support students in taking risks and in taking responsiblity for their learning? For example, how would more social interaction in the form of long-term learning teams work in an education methods course? What might that curriculum structure demonstrate to students about the nature of learning and its manifestation in the elementary classroom? I needed to do some of my own classroom research on the subject.

I'd been hearing a lot about collaborative learning teams from friends who were elementary school teachers and I had some knowledge of the literature on collaborative learning (Strickland, Dillon, Funkhouser, Glick, & Rogers, 1989; Harste, Short & Burke; Glover & Sheppard, 1989; Peterson & Eads, 1990). The results my friends were getting in terms of students' willingness to take risks and responsiblity seemed just what I needed for my undergraduate classes. I believed current learning theory which suggests that learning is social and that active engagement in the learning process results in more critical thinkers and more commitment to learning (Vygotsky, 1976; Neisser, 1976; Heine, 1988). And I believed that to learn about learning, I must watch my students as they learn, become aware of their strengths and listen to their reflections and conversations.

However, despite my theoretical knowledge, too much of my teaching at the college level had been a transmission mode in which students assumed the role of passive receptacles of information handed down by me, the expert (Cuban, 1989; Lortie, 1975; Smith, 1988). I had tried small group discussions and literature circles in the past, but had either joined one group or hopped from group to group, always feeling dissatisfied with my

interactions with the groups. Our roles needed to change. I needed to find ways to learn along with my students--to ask my questions as they were asking theirs (Watson, Harste & Burke, 1989; Andrews, 1989a, 1989b, 1990).

The first order of business was to extricate myself from center stage and from some of the small group work, to stand back and observe my students as they were learning and discussing, to be reflective about my own teaching, curriculum structures, and ways of knowing. Watson, et al. (1989) write,

> [Reflexivity] refers to the ability to use yourself and others as instruments for your learning. It means that you constantly look at what people, yourself and others, do in the act of learning X or Y. Reflexivity actually provides a chronological starting point in the form of a stance of more or less permanent curiosity, the door to genuine inquiry.
>
> The process of naming experience makes interesting things happen. By putting our experience into language we take distance from it, transform it into something that can be turned upside down, stepped back from, twirled around and studied, by ourselves and others . . . In short we can begin to interrogate and understand the very constructs which we use to make sense of the world (p. 36).

My desire to better understand my students' resistence to process curriculum and my desire for a new role in relation to my students took shape as I experimented with "transactional replays."

## Reflecting Through Transactional Replays

As students worked in their learning teams, I adopted a strategy which I have come to call "transactional replays." I circulated in the classroom, jotting down notes on conversations and comments. When I had accumulated this "strategic talk" I began to note patterns of response, questions and points that students were making. At some point in the team work period, I read back to them the kinds of things I had noted in their talk and we categorized according to strategies, content, affective concerns, social learning effects and so on. We also began to ask theory questions of these notes and observations: how were they reading, what strategies were they using, what interesting tangents were revealed

in their conversations about their readings and novels?

Some of our most powerful and theoretical discussions occurred as we attempted to demonstrate the social nature of learning and the variety of sources for knowledge construction. For example, we generated a list of "learnings for the week" from my classroom process journal and their reflection journals. We then discussed where each idea had come from and how it was generated. They began to see that the textbooks and the instructor of record were only two of many sources for knowledge construction. They were surprised to see how much of their developing knowledge base had come from sources other than the textbooks and the instructor. My practice felt connected to my beliefs at this point and as I now analyze this phenomena, I see three major reasons for this connectedness: 1) we had begun to demystify the source of knowledge and view ourselves as knowledge generators; 2) more importantly, the issues and constructs had emerged from an actual learning context in which the students and I were involved; 3) I realized that I could trust the students to demonstrate for themselves much of the reading, writing and learning theory I had formerly lectured on. The reflective stance of our new roles allowed us to refocus and analyze the context and recognize our own strategies for learning and teaching.

My role now was to be an active mirror for their voices, helping them to bring their tacit understandings of the process to conscious awareness to be discussed and applied. These "transactional replays" gave me a way to focus the next class period and a way to share with students the insights I gained about their learning processes as I observed them. As a "human instrument" (Lincoln & Guba, 1985), I provided an intelligent sounding board which focused and reorganized the developing knowledge base through my own experiences and vision of the curriculum. This reflective process enabled us to see more clearly our instructional histories and ways of knowing as educators, our vision of the ideal and our process of negotiating the current curriculum of this class.

**Negotiating the Curriculum**

The learning teams worked together in the authoring cycle for

developing professional papers, in literature circles, in reading professional and children's materials--almost all aspects of the course. The area I'm highlighting here is the work on a research unit with elementary school children. The first two weeks of class my students were involved in literature circles (Harste, Short and Burke, 1988) as part of their work in the learning teams. This would prepare us to join our third and fourth grade elementary school partners who were already involved in "family" and "middle ages" research units. We began our work the first week developing semantic webs of their current knowledge about families or the middle ages. They were invited to bring with them during the next week articles, books, poems, songs, pictures or stories related to their topic and to develop their webs further. Paralleling this process, each learning team chose an adolescent novel related to their topic. They decided in groups how much they could read and discuss each day. I invited them to experience a variety of strategies in relation to their reading: reader response notes (post-its with comments, predictions, questions, etc.) character diaries, character letter writing, literature logs and others.

At the end of the literature period each day, I guided the transactional replays, playing back comments and conversations from each group to the whole group. Through recording of the conversations and questions within each group, I was able to evaluate class sessions and respond more meaningfully in subsequent planning. At the end of each week, I asked students to do an in-class reflection on what they had learned. Their comments reveal some of their insights into the nature of learning. As I have continued to review our journals, reflections, course evaluations and my classroom process journal, I began to see patterns emerge in the learning. I have organized our learnings for the semester into some larger categories which emerged as we built a community of learners: taking ownership of learning process, the power of multiple interpretations, and self-worth--the key to risk-taking.

## Building a Community of Learners

New views of learning surfaced as the community of learners evolved. Rather than viewing learning as sets of facts or principles to be memorized,

students began to see that they themselves were developing knowledge bases within their groups through a group process. Their growing knowledge of learning theory in language education took concrete form as they read, wrote and discussed. The following selected comments of students are exemplars of the patterns which emerged from the written artifacts of the semester.

**Ownership**

Following the first week of webbing current information on the topics of "Middle Ages" and "Family," students reflected on the insights and learnings for the week. Several students chose to discuss their feelings about the group work in relation to the new information on their topics.

> By working in this group, I have discovered a lot about the Middle Ages that I didn't know before now. Even though I have had many history classes, none of the information meant as much to me coming from the teacher's mouth as it did to me this week in the group work.

> I am realizing that not all learning should take place in a formal setting from a text book. I believe that most children learn best when they don't realize that they are being taught.

Both of these students are realizing that it is important to take ownership of the process and the information in a learning setting. The first values her group and the power of owning the information they have gathered. The second related her college class experiences from this first week to her future classroom and notes that texts are not the only or central way of knowing in classroom. She obviously felt that she herself had learned this week although she didn't realize that this process was the stuff of curriculum. She is still hanging onto the notion that "if this is fun, meaningful, powerful or constructed by students, it might not be legitimate learning" and the teacher must carefully craft an interesting curriculum if it is to be legitimate.

**Acknowledgement of the Power of Multiple Interpretations**

Though one might expect that education majors would have experience in sharing information in meaningful ways with peers, my classroom

research has convinced me that most college students in education have done very little meaningful sharing of their reading or writing. The comments of eight students, written after the first week of literature circles, show the importance of this group work for highlighting each other's ways of knowing and interpreting.

> This week I learned how useful small groups can be for generating ideas and sharing experiences. Students seem to give more to a small group of peers than to a teacher and the entire class.
>
> I learned that I could work well with a group. I've never had a group that's been as interesting and productive as this one.
>
> I have enjoyed our group work. I have learned even more about the book we're reading from others in my group because of their different interpretations. One of the best sources for learning is other people.
>
> This week I have learned how to work in a group. This is the first class in college in which I have had that opportunity. I think groups would help children understand more because there are different points of view.
>
> This week I have learned that group work helps to generate ideas and thoughts that one individual by herself might not think of. Working in groups is a great way to get rid of first week jitters in a new class with unfamiliar faces.
>
> I have learned how all of us are unique and perceive things differently.
>
> I have gained a better understanding of how groups work together. I have worked as a part of a group before, but I had never analyzed the advantages and disadvantages or set criteria for group work.
>
> This week I have learned how working in groups teaches the students to become actively involved with each other. The ideas that a group can come up with are wonderful.

Each of these students is recognizing how the group supports the revelation of multiple interpretations. Traditional reading theory--that which undergirds most basal series and standardized tests--would assert that meaning resides in the text being read and that the reader's job is to

reconstruct the author's intended meaning. As we analyzed their responses to sharing of texts, students began to see that they were demonstrating an alternative theory of reading--one that acknowledges the role of the reader as a bringer of unique meanings to the text. Students were gaining a new appreciation and understanding of ways of knowing which are fostered by group sharing. They were recognizing something of the nature of the relationship between the individual and society and the give and take between the two that promotes learning. Several subsequent responses reveal the students' growing awareness of the importance of structuring curriculum to provide for the social ways of knowing.

> I am amazed that the learning process is never-ending. No matter how much one thinks she may know, there is always more to learn. I have discovered this because I am more involved in my classes this semester so far than any others before. I feel that our experiences in this class are invaluable to prospective teachers. This is finally a class that applies to my major.
>
> In a learning environment one needs to be free to express his/her opinion without fear of rejection, along with the freedom to make mistakes and learn from them. One needs support from others, and one needs to show consideration and support for others as well. People in a learning environment support someone by showing positive regard and acceptance. The fact that "we're all in it together" is helpful. My group has been wonderful! Each person has so much to share. It opens up a world of perceptions.
>
> As a learner, I have found myself very eager to learn new things this week. I have also found myself this week using what I have learned and helping to teach the children to be learners. I've discovered that you are never too old to learn [this from a twenty-two year old!] and that one should always be open to new ideas and experiences. In a learning environment you need understanding between the group members. Positive feedback about my ideas supports me and encourages me to keep my mind working and active. This role of support needs to be both positive and negative--like you say, "pluses and wishes." I need to show the children that I can learn from their comments just as they can learn from each other.
>
> I have discovered that any idea deserves consideration. My group plays a major role in my learning because I come up with more ideas. They also help me to critique my work. I need time to think, reflect, and evaluate. When my group shares with me, I sometimes see the idea through a different perspective. They also help me to become more creative and excited about our work. As a learner I need to keep

thinking. One is never fully finished with any topic or idea.

This past week I have learned how helpful other people's opinions are. In our group we all help each other out. Our group functions as a support group and they really make me feel confident about my writing. Our group is really actively involved. We all carry our own weight and when we need to bring in outside sources, we all see to it that we all bring in something that will help each of us to learn a little more about the topic.

Working together makes learning a lot more fun and interesting. For instance, people in my group found some really unusual information that I would have never found.

I have discovered as a learner that I need to be more confident in myself. I need to be more open about my ideas and not to take any ideas or opinions personally.

These comments reveal a growing metacognitive stance in group work and action. One final category of comments relating to the learning teams is that of self-worth and risk-taking.

**Developing Self-Worth: Learning to Take the Risk**

Education students are mostly women who have proceeded through years of masculine curriculum--learn the information given, learn how to argue your point in a linear, logical fashion and learn to fit into schools designed and run by men (Belenky, Clinchy, Goldberger & Tarule, 1986). There have been a number of useful proposals for change (Spanier, Bloom and Boroviak, 1984; Tarule, 1980) but colleges and curricula remain largely unchanged. Women continue to have little opportunity to find their own voices and to express who they are and what they know. Belenky, et al. (1986) discussed the need for curriculum which supports women's ways of knowing and learning. They conclude that professors must share the processes of their thinking and theory making; that they must take risks in their own classrooms; that they must focus students' knowledge, not their own knowledge.

Though Belenky and associates do not discuss the psychologist, Vugotsky's (1978) work in any detail, their criteria for meaningful curricula for women point to a major tenet of his work: providing for a

"zone of proximal development" in learning environments.The atmosphere and classroom processes promoted by the learning teams and subsequent changes in roles for the students and me begin to address Belenky's criteria and provide this "zone of proximal development." The students were supported in their parallel journeys toward self-knowledge and subject knowledge by the group sharing and interaction. Early in the semester students wrote,

> This class in forcing me to think, and hopefully I'll realize that what I have to say or write is okay. I hope to gain some confidence.
>
> From our group discussion I have learned much more about myself.
>
> Through our support groups, I have learned to listen and work together to gain knowledge.
>
> I do not like to share my work with others, but I have a feeling I am going to learn to like it. Hearing everyone else's ideas and getting their feedback has been encouraging to me to do my best and not to be ashamed or embarrassed at my own ideas.

In addition to providing a "zone of proximal development," the learning teams and subsquent role changes seemed to also provide a "safety zone" for the emergence of the qualities necessary to learning. The qualities of thought and character evidenced above and required for the honest construction of knowledge have been variously described as "courage and modesty" (Polya, 1954), "risk-taking and vulnerability" (Watson, et al., 1989)--qualities which are evident in students who have begun to develop a sense of their own worth which has been tempered in a social setting. Even the carrying on of a conversation such as those evident in the learning teams required qualities of thought which allowed for the hearing of all voices present and yet which challenged with grace those ideas which needed further development and thought. The following poignant comments from a student illustrate the power of low risk environments and new roles in the college classroom.

> I was not taught in a low risk environment as a child. As a matter of fact, I was terrified of failure. I would give anything to go back to elementary school and be given a chance in a low risk environment. I am certain that my future classroom will have a low risk atmosphere

in order for my students to expand in every direction possible.

## Conclusions

The voices and conversations we captured in journals and in classroom dialogues provided us with rich resources for curriculum planning and assessment, as well as giving us a structure within which to uncover assumptions about teaching and learning, bring fears to the surface to be discussed and explored, and to help us all develop meaningful questions for inquiry in the classroom. These artifacts of active reflection on the part of students and instructor in the context of learning teams not only enhanced the students' learning, but also provided me with on-going evaluation of my teaching and directions for the evolving curriculum.

My analysis of this semester in my own classroom has highighted three thoughts: 1) The transactional nature of learning must be lived in the college methods classroom if it is to be practiced in the public schools, 2) Changing the traditional roles of students and instructors in the college classroom is necessary to the demonstration of learning; and 3) Demystifiying the knowledge base in the classroom allows students to recognize their power and worth as teachers and learners.

### The Transactional Nature of Learning: Practicing what we Preach

The transactional nature of learning, of examining one's assumptions and moving ahead, is emotionally risky for both students and instructors because we invest a great deal of ourselves in our belief systems and opinions. Polya's (1954) notions of "courage and modesty" well describe the qualities of thought necessary for plunging into new curriculum structures which require grappling with long-held or undeveloped belief systems. Despite the risks, learners have little choice if they are to honestly construct and deconstruct their knowledge bases and outgrow themselves. Much has been written about the necessity of being able to stand back from your thinking, trace its sources, argue for its worth and take the risk of having others do the same, and indeed there is some evidence that reflective practice is occurring at the college level (Newman, 1988; Short and Burke,

1990; Lampert, 1990). However, methods teachers at the college level need to take this vision of reflective teaching even a step further.

Preservice teachers must constantly reflect on not only their knowledge and its underlying assumptions, on the processes of constructing knowledge and the curriculum structures which focus attention on that construction, but they must also continue to make conscious connections between their college classroom experiences and their work with children in elementary school classrooms. As Short and Burke (1990) suggest, teachers in public schools have had little faith that our teaching experiences as college professors contribute significantly to our understanding of public school teaching and curriculum. Our teaching and learning at any level is more than a zig-zag movement (Lampert, 1990) from content to process, practice to reflection, thought to action. If learning is a result of group work, the transactions are constantly informed and lifted higher. The transaction between the individual and the group is synergistic and the knowledge base expands geometrically. This view of learning is a self-reflective yet social transaction between theory and practice in which artifacts of thought, word, and action are highlighted in students' own learning. Reflecting upon individual and group processes allows preservice teachers to develop as self-reflective learners and teachers. Then experiences in the college classroom will less likely be ivory-tower events and will not "wash out" with "real" teaching experience (Zeichner & Tabachnick, 1981).

**New Views of Classroom Roles: Demonstrating How Learning Occurs**

Reflective practice, as described above helps both students and instructors to define themselves and their roles in the classroom. For some students in my courses, this meant overcoming silence, gaining a sense of self-worth and seeing themselves as active and involved. For others, it meant taking active responsibility for their own learning. For me, as the instructor, it meant leaving center stage and becoming a reflective learner along with the students, pursuing my questions about my own teaching.

My role became that of monitor, sounding board, recorder, synthesizer, and most importantly, learner. The students informed my knowledge about teaching and learning as I informed theirs.

**The Demystification of Knowledge: New Views of our Worth and Power**

The articulating of beliefs which occurs as we pursue this reflective practice generates a knowledge base which can then be refined and developed. Knowledge becomes demystified as multiple sources are acknowledged and critiqued. As we reflect upon and construct the knowledge base, we create learning communities. By establishing common ground with others and by highlighting our own and others' unique contributions to that learning community, knowledge is constantly generated and regenerated. Several weeks into the semester, a student wrote in her journal,

> I can remember studying the different people such as Skinner, Piaget, etc., in my educational psychology courses, but I never really thought about relating their theories to my <u>own</u> teachers and those experiences that I had with them. It really made me reflect and realize that teaching is changing continously. I feel that this is the one major thing that makes teaching such a challenge. A teacher may be labeled as a "teacher" but in reality, he/she is always a learner.

My journey this semester, as my opening "bicycle" metaphor suggested, has been one of jointly constructing curriculum without specific directions. My evolving goal was to demonstrate to students that we are all teachers and learners, that we all have questions, that our practices as teachers can be reflective and active. Though I have more experiences and a more consistently questioned belief system than my students, they can constantly inform my understanding of teaching and learning as I inform theirs. As a result, we build an authentic knowledge base for my courses. Kennedy (1988) notes in her review of <u>Knowledge Base for Teacher Education</u>:

> Even if a book like this is vastly influential in altering the content of teacher education programs, it is not clear that these changes will alter the kinds of teachers who graduate from our programs. I can

> only conclude from this that the task for teacher educators is to become as reflective about their practices as they want their teachers to be about theirs (p.56).

Building the knowledge base for practice is intimately connected with acknowledging all the ways of knowing and all that is known in the classroom. At the same time we must develop curriculum structures such as learning teams, literature circles, transactional replays and others which provide support, an audience for all voices and places to take the risks which support authentic teaching and learning. Our roles in the classroom and the curriculum structures we create must continue to evolve practically and meaningfully as our beliefs about knowledge sources and construction expand.

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